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For the JOURNAL.

Good Behavior in Schools.

No. VII.

Our public schools are the pillars upon which our religious and civil interests must rest. People who govern themselves must not only be educated, but well educated. The public schools must therefore be held in particular honor.

To change the figure, our public schools may be compared with the fire upon the altar that was to be kept always burning, day and night, to consume the sacrifices offered by the people for their faults and neglects. The spirit of our public schools must be kept like a living flame, or our experiment in self-government must fail.

It would have been an easy matter during the late war, if there had been a sufficient degree of executive ability at the head of the government, to have so far honored these schools as to render a diploma from them a necessary qualification for exercising the privilege of voting. Inasmuch as the constitution was unnecessarily altered in some respects, it might also have been amended in this. As it is, the foreigner now looks to our courts of justice for the right of voting, by which both justice is corrupted at its very fountain source, and the ballot-box too, at one and the same time. The demagogue will be quick to perceive this omission of the war-administration, and make use of it for his own purpose, which will be made to serve the purposes of aristocratic and absolute government. Had our voters all been well educated, instead of being largely made up of ignorant men, hundreds of thousands of whom had never been in our schools, the war of the rebellion would never have taken place. As it was, it was the public school that enabled the general government to come out successful, in spite of all the faults of the administration. It will not do to give the voter a Japanese education, or an Arabic one, or anything else than an American one if the republic is to be preserved.

Nor will it do to teach our children that the republic has been saved by war—that the people, by resolving themselves into a military committee of the whole on the state of the Union, have perpetuated republican government and popular liberty. It is to the public school, which has enabled the people to do this, that our success is due.

But in these schools, I discover no general provision for inculcating respect for the people's laws, without which free popular government is utterly impossible. The laws—social law among the rest—must be as religiously respected as is the railroad track; or else the purposes of free popular government cannot be attained. I have made efforts for years to have the Constitution of the United States, the Constitution of Vermont, and a code of social law habitually read, as a permanent reading exercise in the schools of Ver-

mont; but the movement has met with no general effective response. One of the consequences of this neglect of inculcating respect for the people's laws has been, that at the last Presidential election, the voters of one of the districts deliberately proceeded to violate the provision of the national constitution that prohibits federal office-holders from being made presidential electors! It is also against the Constitution of the State for a federal office-holder to have a seat in the Legislature, and yet it is often if not habitually violated. There has also been a law, among the statutes of the states, for many years, which prescribes that social law, or good behavior, shall be taught in the District Schools; but no attention has ever been paid to it, unless indeed the teacher himself happened to know what good behavior is. The ideas on this subject amount to nothing unless they are in accord with the well ascertained rules that govern refined social intercourse in Christian countries.

There is a kind of hegemony in large cities to which all the rest of the country naturally submits. It is to the city that we look for leadership in literature, trade, fashion, manners, etc., and it is there, probably, that we must look for the best approved system of public school education. It is this in the case, then the educators of our large cities ought not to confine their attention alone to schools within city limits, but they should have regard to the needs of small schools in the remotest rural districts. The rules which they adopt should be so fundamental in their character, that they may apply, to some extent, to every public school in the country. The presence of a large number of children renders discipline so necessary, and therefore so easy, and the fruits of school-discipline under these circumstances are so nearly allied to good manners, that city children might receive advantages in this respect that the country school would be entirely without. If, however, the city schools should adopt a system of good behavior as a standing reading book, the instruction imparted by it, and the tone given to the manners, might become the same throughout the entire country. The city schools would lose something by it, and the country schools would gain much.

By habitually reading a proper toned code of rules of good behavior during school days, children would gradually come to consider the violation of such rules as discreditable which is hardly now the case. A spirited disregard of decorum is apt to be received with favor or indulgence everywhere. The catechism of the Episcopal church, if properly inculcated and carried out, would effect a great amelioration in the manners of the children of that church; and indeed, perhaps something of the kind may be perceived; but to what an exceedingly limited extent is the inculcation of that catechism restricted! It is parroted once a week for a brief period of time, though not begun, perhaps, until the child has almost passed that plastic age when the acquirement of good manners is possible, and then it is thrown aside, never to be even reverted to again. This kind of training is very superficial and ineffective, it must be confessed, when compared with a system that, beginning with the dawn of intelligence, shall be continued through reading and practical application, every school-day, so long as the child remains under rudimentary instruction.

J. W. PHELPS,

Is it Education or Tact that Wins?

If success be measured by the ability to accumulate money and through it gain influence, we may well ask how far does education meet the required ends? To put the question better, we inquire, how far does the present system of what is called a scholastic or classical education qualify for that success? If one of the chief objects of mental training is to win money, to what degree of perfection are graduates

of our colleges fitted for the work which devolves upon them? Measuring this success in the light we speak of, are we not forced to the conclusion that the major portion of those engaged in purely classical or literary pursuits are miserable failures? While the mind has been disciplined (one of the chief objects in view,) and the memory stored with knowledge as gleaned from curriculum of the college course, have these not been done at a sacrifice of individuality and the everyday world-wisdom, in many instances equal to or greater than the benefits derived from our present college course? Weaned as the student is not only from home but from the outside bustling world for a period of six or eight years, at the very budding period of life, does not his loss of daily contact with mind and matter as they move up and down with the ever-shifting tides and ebbs of the business world, more than counterbalance the advantages of purely theoretical book-learning? These are questions of the highest importance, and they call for the consideration of the best minds of the day.

While we do in this paper propose to answer all of these queries, we are free to say that we believe that Tact will win nine times out of ten, in the race for success. The disciples of our present system of education would find, on such a trial of strength, that their representatives failed in the struggle. The history of the business world shows this. Here and there the world is dotted with those who mainly through the strength and capital of an education have carved out wealth and influence; but almost everywhere are the footprints seen of men and women who have won the golden prize through that intrinsic capital called Tact. In civil life, Tact sees the time and opportunity to strike and the men and things that are to guard and protect the actor. In war, it meets the unexpected emergency, supplies the breach in rank, and fills the gap at the opportune moment. It is said,

"There is a tide in the affairs of men
Which taken at the flood leads on to fortune."

Tact seizes this tide at the flood and utilizes its power. It captures time and opportunity by the forelock, and appropriates their offerings to individual aggrandizement. Every practical man knows its worth. As a factor or element of success it is indispensable in almost every department of life. The banker, broker, manufacturer, merchant, and a man of commerce, base their prosperity in a large degree upon tact. Nor is it the less valuable even to the professional man. The lawyer, physician, minister and teacher are indebted to it for a large share of their prosperity. As a commodity in the commercial, financial and literary world, it is always marketable, never at a discount, but most generally draws a premium. As its value is generally conceded, we are led to inquire (1), Is it a teachable faculty? (2), Does our present college system of education develop it? Tact is defined by Webster as touch, feeling, faculty, peculiar skill, nice perception. Now, to educate is to draw out, unfold, discipline, and store the mind. If the definition of tact we have presented be correct, it is certainly clear that in a large degree it is a teachable faculty. Keeness and quickness of perception are in a great measure the result of the using of this faculty. Peculiar skill is one of fruits of individual training. It is evident that we are able to answer affirmatively the first question, "Is it a teachable faculty?" To the second interrogative, "Does our present college system of education develop it?" there comes no response at all satisfactory; but on the contrary we are compelled to acknowledge negative if not positively opposite results—whether these be from pursuing the strict class system, or severe memory-tax method of instruction so general in our higher institutions of learning, we are not fully prepared to say. It need no great stretch of comprehension, however, to enable any one to understand that our present

system of education is decidedly defective. It fails to give us a graduate fully equipped for the battles of life. Our common-school system also, though much boasted of, most lamentably fails in many of its pretended achievements; and in lieu of turning out young men and young women armored for both the aggressive and defensive duties which crowd upon them, it gives feeble and vacillating corps of both every year.

The technical departments of education, where the hand and head, the eye and brain, the muscle and mind, are schooled together—one to think, the other to do—the first to see, the second to feel—give to the world much more of what the world calls for. Many of these institutions are private, and the instruction is largely individual. This personal education does not deaden the native force and talent of the pupil, even if it fail to arouse latent power and genius. Our truly great men and great women are never imitators; they mould and carve from nature's own creations. The minds of such move not always with public opinion or the great current of thought; but more frequently they are opposing forces—waging war upon error and ever holding aloft the banner of truth and right. It is to be regretted that our FREE SCHOOL system has crippled and even driven out of the field such a large number of our private schools and seminaries. With their retirement individual instruction is greatly diminished, and with its decrease a very conspicuous aid to tact-training disappears. For it matters not from what standpoint we view it, we find that success is based in an eminent degree upon what the world calls *tact*; and to it more than education in its general sense, is due the credit of achieving many of the greatest victories over mind and matter. It is the sure courser that wins in the long or short race of life.—H. P. SPENCER in *Potter's American Monthly*.

Teaching the Feeble Minded.

The *Phrenological Journal* has an article by a lady who taught for a time in the Asylum for Idiots at Syracuse, N. Y. She says:

"O, ye teachers of common schools, who complain of stupidity, transfer yourselves for a half day only to a school of this kind, and you will return to your duties with an appreciation of your pupils never before experienced!

The advancement of the children just alluded to is necessarily slow; their inactive minds, like the soil, must undergo a long process of fertilization before even the seeds of knowledge can be planted.

It is this tedious, patient working day after day, and month after month, that tests the qualities of a teacher. If she can see that her "head class" can place the white beads and the blue separate, after weeks and months of patient teaching; if she discover that her "form class" can place two blocks in position to imitate the copy after many discouraging failures; if her "color class" can take a red, a blue and a yellow card, and place them to produce a certain form, she takes courage, for her pupils are on the high road to success!

One of the greatest barriers to the progress of the reader is deficient articulation. Comprehension of numbers is one of the difficult accomplishments, and requires indefatigable labor and infinite patience from the teacher, in order to produce any degree of acquirement. Various objects, as balls, blocks, beads, etc., are used in the first steps of the work; afterward those who have advanced, may learn blackboard exercises, marks, then figures. In my four years' experience in the work in another State, I have found exceptional cases in which the organ of Number is so deficient as to render the otherwise fair scholar unable to comprehend the addition of three and three after months and years of persistent determination on my part. The minds of some can not grasp the mental process by which one number added to another produces a larger, although with objects or marks to count, they may give the required answer. Others possess a wonderful development of this power. I recall one especially, who, writing a long column of figures on the board, extending into decillions, will simply "glance" up the columns, writing the correct result each time without fail.—The famous lightning calculator who gave instruction in his wonderful art of adding, would find his match, at least in computing, with this idiosyncratic youth.

Memory of dates is not an uncommon characteristic, some of the children being living almanacs! This class, in speaking of any occurrence, generally refer to the date; as, my father came June 12, or I received my letter May 24, and these statements, upon referring to the calendar, I always find correct.

One more mysteriously profound than I have ever met (in my school in Massachusetts) can give you the week day of any date you may mention which comes within the scope of his remembrance. For instance, you ask, What day was Nov. 26, 1839? He will answer without hesitation. He

does not give time for reflection, however remote the date, if within his remembrance, and upon referring to authority I have always found him correct. Query: How can this be accounted for?

Drawing and writing are specialties in the several departments of the institution. The beginners and those somewhat advanced using blackboards, and the more proficient, books. The art of writing, to the majority of these children, involves unceasing daily effort, made more complicated by the many physical disadvantages under which some of them labor, as near-sightedness, left-handedness, muscular weakness, etc. There are all grades in this exercise, from the class in hieroglyphics, to the writing on boards and books that would do credit to scholars in common-schools.

There are several classes in drawing; the more proficient executing very fine drawings from the higher cards.

Rudimentary instruction is given on subjects of a very interesting character, as form, weight, the human body, plants, animals, etc. Many may become interested and instructed in these branches, that can not acquire other knowledge.

There are many obstacles to encounter in governing this class of children that are not met with in common schools. It must ever be borne in mind that the line which separates the responsible from irresponsible actions, must be drawn with much charity and care. It is often difficult to determine just where to suspend charity for inflexible discipline.

It was my fortune to have daily a girl under management answering to this description. Her name was Thorne, and she was literally a thorn in the flesh. When I first entered the room as a visitor, she attracted my attention (an art in which she excelled) by leaving her seat and coming to me laughing and saying, "You teach us?" "You nice lady." "You won't punish, will you?" When not talking to me, she would attract my attention in other ways, holding her apron, standing, etc.

When I entered as teacher I was informed of her evil propensities, and told that her aim and delight would be to tantalize in every possible way. Sure enough, the prediction was true. Not one moment passed that her untiring energies were not fully occupied in carrying out the devices of her mind! From the first, I decided to ignore her doings, always speaking kindly, and thus to win her good favor, but my silent efforts were futile, and every day her annoyances increased rather than diminished, until I was obliged to resort to forcible resources. One very disturbing habit was to slam down, with a loud noise, the seats as she passed them in the school room during marching hour; each time looking at me, laughing. Finally I told her if she slammed another seat I should punish her hands. This was just what she had been wishing, and the news was received with delight, so in a few moments another seat suspended on hinges fell with a crash and a pair of evil eyes, nearly closed, were turned exultantly to me, her face convulsed with laughter.

Immediately I went to her and with some difficulty led her away from the others, and after a half hour's severe labor succeeded in confining her hands. Her strength seemed almost superhuman, and for a while I thought she would gain the victory unless I called for aid. I left her uttering fierce imprecations and at noon went to ascertain her condition, telling her if ready to mind when spoken to kindly I would release her for dinner. But she was perfectly relentless and took her dinner in solitude. There she remained the greater part of the day, when she promised to "mind."

After that day I found that in order to live with her not one evil deed should escape my notice. I followed her up closely, and when she persisted in wrong I threatened another similar confinement; this assertion she doubted and obliged me to reiterate twice the solitary confinement.

The effect produced by the last was magical. She never gave me cause for like treatment afterward; her entire demeanor toward me was changed. I always spoke and treated her kindly, praising her for every good deed. I liked her in spite of her depravity.

Her demonstrations of affection were so frequent and forcible that they proved annoying, though gratifying, for they told me she was exhibiting another phase of her nature.—She would lie in wait for me, as a tigress for her prey, and when I passed through a room she was in would seize me with a powerful grasp, and only by force could I extricate myself. Her appreciation of gifts was marked. Coming from lunch one day I gave her an apple, and several days after, she took it from her pocket shriveled and dry.

When she heard I was going to leave, her grief found vent in floods of tears, though not a word escaped her lips. As I entered the school room the morning of my departure, she was sobbing bitterly, and the moment she saw me she sprang from her seat and ran to another room like a hunted deer, but she vanished the instant I approached. She spoke not a word, but sobbed. Thus closed my parting with the poor, ill-starred child. It made an impression on my mem-

ory never to be effaced, and who shall say that some time in the dim future we may not 'meet beyond the river,' her sin steeped soul 'washed whiter than snow.'

The number of kindred institutions in our land is surprising, an evidence that there is a vast amount of helpless unfortunates in our midst. The Columbus, O., institution contains some 400 pupils. In Media, Pa., is another, and two in Massachusetts, one in Boston and the beautiful private home in Barre.

Throughout Great Britain there are well ordered private institutions for the care and training of the weak minded. Within a year an asylum has been founded in the suburbs of London for the training and care of 300 pupils.

God speed the time when people will so live that the world may be freed from these and all other institutions provided for the unfortunate victims of ignorance and vice."

A Tale of Discipline.

BY JOHN R. DENNIS.

The Academy at Copper Furnace had long been closed. It was an old two story brick structure standing back from the street far enough to give the boys a good play-ground in front, and bore the marks of many a rude assault as though somewhat of a fortress. Learning in past days has been considered to be a good only attainable by long and severe labor; it was the product of toil and not of pleasure. The boys of the town seemed to take delight in dashing out the panes of glass in the two windows that faced the street, and in other ways rendering the Academy unrepresentable and uninhabitable. But the news flew round one day, that a school was to be opened, after all. The new clergyman had procured a young man, a graduate of William's College, to take charge of it, and the first of September was fixed upon for the opening day.

A fine physical form was possessed by Philip Young. He was no ordinary man, that was easily seen. He possessed that individualized character that assured you that purposes were formed entire in his mind, and sprung out full fledged. He was a severe student, himself, and soon had his pupils hard at work. Latin Grammars were drawn from their recesses and Virgils purchased; the Algebras and Geometries were re-opened.

Copper Furnace had a new excitement. The chief man man of the town, the owner, in fact, of the furnace, and President of the Board of Trustees of the old Academy, was the father of a rude and demoralized son of the age of sixteen. Peter Nickerson had refused to stay after school and get his neglected lesson! He had crawled, instead, out of the window and skulked off home. Here he had told his mother that the master intended to keep him in until nine o'clock at night as he did Samuel Parish last week, and he could not stand it, he did not feel well at all; and then having devoured a large piece of pie he went out to play ball until supper time. The news traveled quick around the town, that the master had been seen to go to "Nickerson's Store," which served both as office and store, that he had a long interview with the proprietor, that he had come out of the store with a resolute yet pleased expression of countenance.

"Pete, you'll get a licking to-morrow" said a shrewd schoolmate who had been drawing conclusions from the premises presented. "Your dad's told him to wallop you like thunder."

"How do you know?" said Pete, whose face exhibited signs of fear that the news was true.

"Cause the teacher came smiling as a basket of chips out of your father's store, and that means he told him to lay it on to you and make you learn your lessons."

"Like to see him do it."

"No you wouldn't, you cry like a baby."

Pete had no comfort in listening to the various suggestions and opinions offered by the knot of schoolmates on the village green, so he betook himself homeward, to rehearse the matter to his mother. At the supper table the elder Nickerson had only eaten one mouthful of hot biscuit when the mother began.

"Father, Peter says Mr. Young is going to whip him for leaving school to-night.—He was'n't well and the lessons are too hard."

"Stuff and nonsense. He is lazy and wants to shirk. I've told Mr. Young to make him toe the mark, and I guess he will, too. If he don't he shan't teach in that school another day."

From this decision there was no appeal and so with a heavy heart Peter ascended the steps of the old academy the next morning.

The teacher had had his anxieties and perplexities also. If he should do the wrong thing it would certainly injure his influence, and just what was the wise course he did not know. The old fashioned idea of asserting authority, said, "after prayers call up that boy and flog him soundly and

end off by a round lecture to the rest." The advice of instinctive tact, said, "wait awhile, take him by surprise, keep yourself hidden from him in a mystery; do not let him feel you have any doubt of yourself or of his yielding; you may not need to punish with the rod at all; you can command him without it." The idea of corporal punishment was distasteful enough to one who was so highly civilized as this young collegian. He delighted in science and knowledge, and the supremacy they give. He determined not to strike a blow if possible, bad as the elements were with he had to deal.

The day passed off without any incident. There was a constant expectancy, but all saw that the teacher was not troubled, and therefore came to the conclusion that he knew his way and was in no perplexity about the first case of disobedience of orders. When the time came for dismissal at night, the culprit began to feel uneasy. The names were read of those who were to stay for "aid in their lessons" for "coming late," for "imperfect lessons," and finally "those who did not stay to make up lessons yesterday." Then, Mr. Young called the pupils of the first class to stand, by ringing the bell, and then dismissed them (this plan he had drilled them up on during the forenoon, so that it was understood and well carried out; the classes passed in front of his desk in review.) Next he called up the second class. Now in this class Peter Nickerson was enrolled, and, as expected, he rose with the rest hoping to escape observation. The teacher said nothing until the class in motion had brought Peter in front of his desk. He then called out "Halt." The line stopped.

"There is something wrong about this class; I cannot dismiss it until it is made right; face about; march to your seats."

The class having regained their seats, Mr. Young, said "I will try the class once more; if the error is not corrected I shall return the class to their seats, and dismiss the other classes."

The bell struck again, again the class arose, again moved forward, and again with a displeased and stern voice remanded to their seats. By this time the whole class knew that they were detained because Peter Nickerson was trying to repeat his yesterday's trick and they scowled at him for bringing delay upon them. After a few moment's pause the other classes were dismissed, and then the teacher said, "I will try this class again, in a few minutes." Peter was not so dull but he perceived he was rendering himself extremely disagreeable to his companions, (whose good will at this juncture he coveted) by attempting to evade the command of the teacher. So, as the bell rung for their rising the third time remained on his seat determined to meet his fate like a man. A glance told this fact to the teacher, he said, "you are all right now," and dismissed them from the room. After the silence of a few moments the teacher said, "those who have lessons to prepare may begin at once so as to make their stay short."

Peter Nickerson recited his lesson with considerable readiness, and then the teacher in the presence of two or three of his best pupils kindly admonished him; told him he could do well; had talents; that he not only lost time and opportunities by leaving as he had done the previous night, but that he lost the good opinion of his schoolmates, (this the teacher had found was a tender point) and finally, that he would soon get the reputation of being a bad boy, which he knew at heart he did not intend to be.

This judicious treatment had a powerful effect upon Peter. He left the school-room respecting himself and his teacher.

Mr. Young then asked the pupils present, to exert their personal influence upon the lad to interest him in the school. In the course of a few weeks he became an earnest and faithful scholar, and rose in life to a station of usefulness and honor.

Johnny Harris' Halifax.

Once, when I was a boy, a lad of my class was told to bring in an armful of wood for the fire when he came in from recess. He forgot it till he stood within the door through which we were all hurrying after the bell had rung. Spreading his hands wide, he swept us all back with him to the woodpile. And we picked up one stick apiece, put it on our shoulders, and marched in single file, discharging the burden by the stove.

Now there was nothing particularly villainous in a freak like that. Where was the harm? A smile of cordial feeling, as if the fun was permissible at recess, would have sent us all to our seats on good terms.

But sixteen of us were in an instant called out on the floor in one melancholy line; two experienced stupids, who had refused to go in on the sport, were sent out to cut whips in the orchard. There we stood in solemn remorse while the master made pens in ominous silence and most exasperating coolness. No sort of chance was proffered us for any apol-

ogy, acknowledgment of wrong, or even righteous contrition. The man conceived his dignity had been offended, I presume, and that ended it. The gifted young comrades—whose alacrity and success we only hoped for some opportunity to reciprocate soon—were long returned with their arms full of long withes from the apple trees. And then in the exalted spirit of Shakespeare's hero, execution was "done on Cawdor."

One after another, that entire company were flogged severely. This teacher had to rest himself again and again from mere loss of breath, before he could go on in his labor of love. Classes were delayed for full an hour and a half, while twenty or thirty horrified girls sat through the exhibition and listened to the screaming. The worst of it was that master was a mere student from college working out his four months for mere money. What did he know about the management of children?

In that school, where I spent my junior winter, there was a little boy by the name of Johnny Harris. He was one of the best children I ever knew. He was the one to bring me the big apples and the brown doughnuts and all such things that scholars do in district school. He was a favorite with all.

I instituted a code of laws as inflexible as the laws of the Medes and Persians, and as severe as those of Draco, against the wicked breaking of the third commandment. These prohibitions it cost me many a struggle to enforce. The absurd explosion, "Go to Halifax!" I pointedly condemned. One afternoon I happened to be standing near the bench of Johnny Harris. I saw the boy who sat next to him turn and suddenly whisper. They were in the same class studying geography. Johnny replied, "Go to Halifax!" It was a strange expression for him. I was perfectly astounded. His seatmate said nothing, but went on quietly studying his task. I was certain, however, that he must have heard the reply, and might report it to the older lads and accuse me of favoritism if I suffered an offence to pass unnoticed. Then my laws and my penalties would fall together. I was deeply troubled, and hardly knew what course to pursue. I think I meant to do what was just right.

During the intermission I went home as usual. Never had I been in such a stress of doubt and indecision. I had not the heart to harm that boy, and yet I had no ingenuity to work my way out of it. But the point was faithfully argued through in my own mind. I determined to do as I sincerely thought it was my duty to do, sacrifice feeling so far as was necessary, and make even this young and beloved child an example to deter others and show my own inflexible justice. He must be punished.

School came together at the usual hour. During the noon-time the boys, and among them of course Johnny, had been off sliding on the ice which had formed in the hollows of a pasture near by. They returned at the ringing of the bell, cold and shivering. Johnny especially was completely chilled through. Before I tapped on the desk for order, they were closely huddled at the fire. As he came in, the little lad ran to me as usual with his smiling face, happy and cheerful as ever, and holding out his red hands for me to warm and chafe in mine. I made no reply, but simply handed him my chair and told him to get through as rapidly as possible. He looked up inquiringly into my face, but he could read no explanation there, and he sat down quietly by the stove as I bade him. The moment came, and they all took their regular seats.

As soon as the room was still, I began with a few remarks upon swearing and its commonness in our school. I repeated my commands, and reminded them all how I had threatened to punish for it. I dwelt upon its enormity as a fearful wrong. And I ended by saying that there was one offender that I had never expected this from. Johnny returned my look steadily, and did not seem at all abashed. I distinctly remember I interpreted this as a most astonishing evidence of more hardness in guilt than I had ever imagined. At last I called him up on the floor before the rest.

I never knew any one to act so. His knees shook, his color came and went, he seemed as if he would be unable to stand. He was still very cold, and with that and the humiliation mingled with alarm, which I knew he was experiencing, he trembled like a quivering leaf.

I charged him directly with having said one of my bad words, and so broken a rule. The boy was completely stunned. No intelligible answer could I get from him. He did indeed try to utter some articulate sounds, but language would not come. He turned to look for his seat mate, so did I, but that boy was absent in the afternoon. Every time Johnny attempted to speak something appeared to choke him and he could not articulate a word.

All this looked to me like the natural confusion of detection. To make a long and humiliating story short, I feruled him on both his hands. He bore it like a martyr; not a cry escaped his lips, and it was only more than an hour afterwards that his feelings found vent in the bursting tears of childhood.

School was closed for the night and we all started for home. I noticed Johnny carefully. A long sob occasionally told of his unforgotten trouble, and I thought he looked as if he wanted to speak with me. But I was afraid of him. I turned away fearing that my forced sternness would be overcome, and all the good I had tried to do counteracted and lost. So he went slowly on home. And there were just two of us who felt as wretchedly as sore hearts could feel.

In the evening I was surprised by a visit from Johnny's seat mate, who had heard from others what had occurred.—He told me, in all the particularity of detail which characterizes a boy's stories on the witness stand, how the whole thing came about.

The lesson was in a list of State capitals and large towns in North America. And this other lad, heedless as ever, had "forgot," he said naively, and asked Johnny to tell him where the lesson "went." And my little fellow, who never forgot, pointed with his finger and said just this: "Begin there, and—go to Halifax!" And that was all he had said, and that was just his crime! And what had I done?

You can imagine my emotions of self reproach when I listened to this explanation. Where was my wisdom?—Where was my penetration? Where was my judicial calmness? Only one thought possessed me now. I immediately set out for the home of the injured boy, resolved to make all private reparation without loss of time that night. And I determined to render public reparation on the morrow.

A long walk brought me to his father's house. The family knew of the punishment; but it did not strike them strangely. It was no new thing in Shirkshire. But they were anxious about the child. He had come home from School certainly quite unwell. The exposure to the weather at noon, his wet feet, his violent exercise, his over-exhaustion, so they said, had been too much for him. I tried to intimate my impression that the overwhelming excitement of "a trouble" we had had in the afternoon had been unwholesome in its influence. But not even his mother shared my solicitude. She said prosaically that he had caught cold. I could not go any farther there. Only my dear boy and I understood the sore injustice. But he was in his trundle bed, and I could not see him then.

When the school opened the next morning, he was not there. I told all the scholars of my misunderstanding. I can almost believe I humiliated myself overmuch. But I insisted on Johnny's innocence, and made every one of them see that I cared for his reputation keenly. If ever there was one act of my life that I regretted it was the punishing of that boy in that way. I could hardly wait for the afternoon to close the school. Then I hurried over to his home. I believed the affectionate little fellow would count the whipping as nothing if only he could explain. And I knew a schoolmaster, too, who wanted to explain! I did not wait for tea; I started to find him.

All the family were in solemn mood, and the mother in tears. Johnny had fallen into a raging fever. They let me go in to see him. Restless and delirious, he kept continually in requisition all the care of his friends. He did not recognize me at all. I could see the movements he made, however, that his mind was busy rehearsing the events of that dreadful afternoon. His hand would now and then be extended, and again be suddenly drawn back as if from an invisible blow, while he buried his hot face in the coverlet as if to hide his shame from his very self.

I could not endure the sight. Then first the thought occurred to me that I might never have the chance to tell him of my mistake, nor even to assure him I was sorry and loved him so much!

I left the room, but lingered there at the house almost all night. He had had no intervals of reason since he went to sleep on the evening before. Towards morning he grew somewhat calmer, and a kind of weariness or stupor settled upon him. Not a word of intelligible meaning could be drawn from his lips, and I went slowly away to my lodging with a heavy heart. They all knew my sorrow and forebore to question or remark on it.

I came to school next day, but heard no good news. My anxiety was almost bewildering. I wanted to get once more into communication with that lost mind. Am I understood at all? I yearned with solicitude unspeakable to explain—to apologize—that was my wish. No pride should stand in the way. The master would say he was ashamed, and oh how sorry!

Thus a week wore its way on, and I could get no communication. The doctor began to shake his head, and the parents grew wild with watching. Will it be believed that never was that Shirkshire school so orderly and gentle and kind before? I think my own manner, considerate and serious, had much to do with it. My old boisterous confidence was gone. I felt subdued and quiet.

One of the boys passed the door of Johnny's home on Friday morning. He told me there was something fluttering, "which the wind took," on the knocker. That was the sign of death, I said, and I fairly groaned in my spirit with in-

expressible anguish. My hope was gone; the mystery, unsettled, must go away in the eternal shadows with the little fellow who had vanished. Just how I got through this day I cannot tell. My heart was well nigh broken. I waited every moment for the tolling of the church bell. My mind was full of funereal images. And underneath all was this heavy pain.

After evening had set in, I took my way over to the house. The knocker had a black strip of cloth floating from it. But for a moment I could not help thinking that it looked more as if they had tied it there to stop the noise of its striking. I went around to the kitchen door and entered. Johnny was not dead! This had been the crisis day, and every precaution had been taken to keep him tranquil. The fever had turned; there was hope now that he might even recover.—The revulsion of my strained feeling almost made me faint. One great thanksgiving rose in my heart. Perhaps I could yet tell him all about it! And I almost sung under those winter stars as I pressed on home over the crisp snow.

And that fine day dawned by and by when the family suffered me to take the boy, wrapped up well on a sled, and bring him with me to the Schoolhouse. He was too feeble and thin to come any more that winter regularly. But they let me have him for a day. And after the bell rang, and the tap of the ruler was heard for order, and after the Scripture was read "a verse about" as usual; and after the prayer I went to Johnny's seat and led him up with me to my platform. There we two stood together before all the school. They knew the history, every one of them; but I simply said that I wanted them to understand that it was not because Johnny had been ill and had frightened me with a great fear he would die—not that at all; but because I had done him a wrong, in that I had not inquired more closely before I had punished him, in that I had not inquired more closely before I had whipped such a little bit of a fellow any way when some other punishment would have been enough for him even if he had been guilty; because I felt this, and wanted to be just to them all always. I had brought him to school, and now desired to say I was very

very sorry I had in even one instance done him wrong.

And now what do you suppose they did? It was [a new thing for a master to go off his magisterial dignity for any such explanation. And that perverse fellow, "My Gene," as his father called him, even Eugene Coan got up on his feet and looked around a minute, and then stalked down between the benches straight to me with a timid, awkward, generous, expression upon his features, and held out his hand like a man grown. I took it cordially, for the meaning was plain. Then he said, "And I'm on your side, Mr. Peterson, for ever!" Some other big boys followed on in the same way. And some of the girls cried, and said afterwards, "It was so touching!"

Oh yes; soft, suffused, human nature! foolish and ludicrous to see us all crying and rejoicing together. Never mind; I state the facts. Then some one exclaimed "Three cheers for Johnny Harris!" And the unconscious little fellow swung his hand and cheered too with the rest.

That hour was revolutionary in Shirkshire. It changed my life, too. I have taught school many winters and many years since, and had all the perplexities and usual pains. But I never again found it needful to strike a boy with a stick to make him mind me.—*Chris. Weekly.*

FIVE professors of Yale will pass the summer in Europe: Profs. Eaton and Lyman of the scientific, Prof. Wright of the academic, and Profs. Day and Dwight of the theological department.

NOT what the teacher has told his scholar on the lesson of the day, but what the scholar can repeat to his teacher of all that has been thus told to him, is the measure of the teaching of that scholar on that lesson by that teacher, on that occasion.

NEWTON, N. J.—The public school in this town presents a fine record under its efficient Principal, E. M. Allen.—Whole number enrolled, 557; present register number, 475; average daily attendance, 420; percentage of attendance, 89; number not once tardy, 360; number usually tardy, 20; number of assistants, 8.

MR. R. H. STODDARD has been appointed city librarian, and the friends of that charming poet will be glad to hear of his being given a position which he is every way competent to fill. Mr. Stoddard is a Massachusetts man; but he has been so long a resident of New York that he is generally regarded as a Knickerbocker.

It has been ascertained that over 1,500 Jewish boys attend the public schools of Berlin, of whom very few receive religious instruction. The school authorities have now resolved to appoint Jewish teachers at the expense of the city, in six of the principal schools, providing there is an attendance of twenty Jewish boys in them.

THE new Bergen tunnel of the Delaware, Lackawanna and Western Railroad was formally opened on Saturday last. A special train with President Sloan, the directors of the road and a number of invited guests, was run over the road as far as Morristown. The new tunnel will be opened for general travel during the present week.

THE annual reports of the N. Y. Mercantile Library show that the institution has a membership of 8,136, and in the last year 10,108 books have been added to the library, which now contains 171,492 volumes. The receipts for the year were \$35,094.76, and the total expenditures \$35,006.94. The sinking fund for a new building amounts to \$68,000.

A NUMBER of prominent men and women of Boston are interested in a project for forming a children's protective society for the rescue of children from abuse and cruelty, and to provide them with education. The first meeting was held on Wednesday of last week, and among the signers of the call were Henry W. Longfellow, James Russell Lowell, Richard H. Dana, Jr., Rev. Phillips Brooks and others.

PASCAL, when only eleven years of age, wrote a treatise on sounds. At twelve, he had made himself master of Euclid's Elements without the aid of a teacher. When only sixteen, he published a treatise on Conic Sections, which Descartes was unwilling to believe could have been produced by a boy of his age. When only nineteen, he invented an instrument or scale for making arithmetical calculations.

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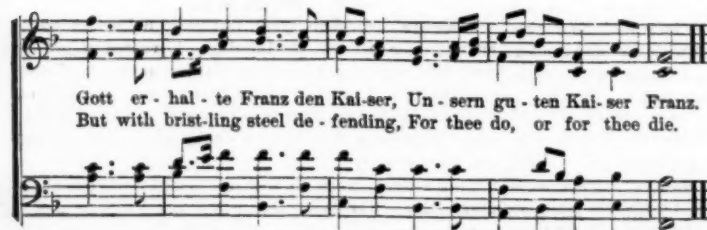
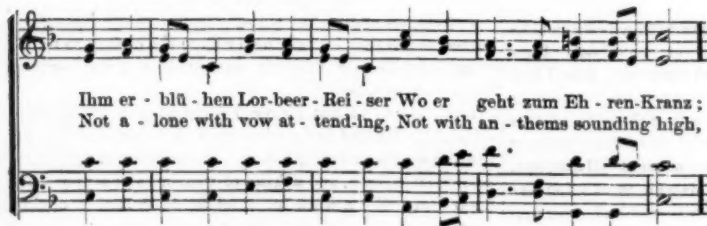
22

THE AUSTRIAN HYMN.

When HAYDN visited England he was so much interested in the effect of "God save the King," on public and solemn occasions, he resolved, after his return to Vienna, to present his own country with a similar composition. L. LEOPOLD HASEKA wrote the words, and the song was first performed on the birth-day of the Emperor FRANK, Feb. 12, 1790. The original text and melody are here given, as first published by HAYDN.—*Engel.*

The translation is from the modern German by C. M. Cady.

Slowly.

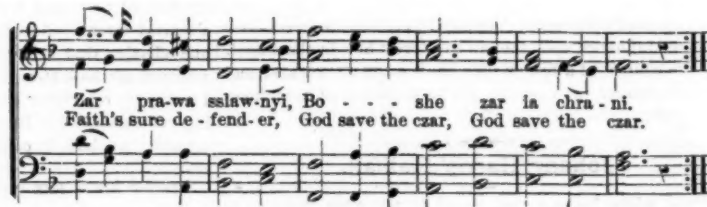
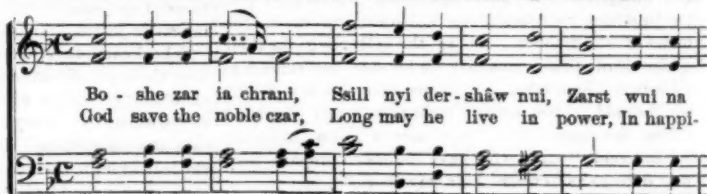


- 2 To thy joy and to thy sorrow
 Will my heart responsive beat,
 And from each thy sons shall borrow
 Strength thy foemen to defeat.
 Until death my love I offer,
 Offer thee with heart and hand;
 All I am and have I proffer,
 Proffer thee, my native land.

THE RUSSIAN HYMN.

23

The Russian Hymn was composed by Col. ALEXIS LWOFF, and dates from 1830, when by order of NICHOLAS it was performed in concerts and representations on the stage.—*Carl Engel.*



Hymn by Paul Gerhardt.

TRANSLATED BY WINCKWORTH.

- 1 GOD, the All-Terrible! thou who ordainest
 Thunder thy clarion, and lightning thy sword!
 Show forth thy pity on high where thou reignest;
 Give to us peace in our time, O Lord!
- 2 God, the Omnipotent! Mighty Avenger,
 Watching invisible, judging unheard!
 Save us in mercy, oh save us from danger;
 Give to us peace in our time, O Lord!
- 3 God, the All-Merciful! earth hath forsaken
 Thy ways all holy, and alighted thy word:
 Let not thy wrath in its terror awaken;
 Give to us pardon and peace, O Lord!
- 4 So will thy people, with thankful devotion,
 Praise him who saved them from peril and sword,
 Shouting in chorus, from ocean to ocean,
 Peace to the nations, and praise to the Lord!

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have the fatal objection above spoken of,—namely

all claim to be elastic; their makers thus endorse the

claims of elasticity as a factor. The ATLAS is Elasticity

itself, for it is a spring which stands at Zero, and is

compressed by lifting, hence is perfectly elastic, giving

a variable resistance from minimum to maximum, and

decreasing in the same ratio. This gives equal development

only, by strengthening the nerve centres and

muscles. State Agents wanted. Address

W. A. KNIGHT, M.D., Worcester, Mass.

New York School Journal,

AND

EDUCATIONAL DIRECTORY.

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We want an agent in every town and village in the U. S. to whom we will pay a liberal commission.

NEW YORK, JUNE 9, 1877.

The columns of the JOURNAL are open for discussions of subjects pertaining to education. Let those who have practical skill communicate it to others.

Should this paper by any means come into the hands of one not a subscriber, we ask you (1) to consider it a special invitation to subscribe; (2) to hand it to a teacher or other person who should be interested in education, and urge him to take it also.

GOVERNOR Robinson has signed the act to prevent frequent changes of text books in the public schools. It prohibits a change within five years after the text-book has been adopted. The plan at all events will have a trial. To be of value it will need a trial for some years.

Teachers, 'go forward.' The true spirit of the teacher is that of the true student. Know more each day of studies you teach, reverence your high calling, and bring your best powers to bear upon it. And, beside this, we entreat any man who feels that he can generate a greater enthusiasm among the people and teachers, upon public education, not to lack courage or wait for others, but to enter upon this broad field at once.

"A writer in *Scribner* has an article on the subject 'How to keep the boys on the farm.' He evidently means well," says the *Danbury News*, "but he doesn't touch the point. To keep the boys on the farm, the farm should be well paved, and lighted with gas, and have a band stand and billiard tables, and its own bar and race course. We hope our farmers are just as anxious as they appear to keep their boys on the farm, but they don't seem to take any definite action."

The farmers complain that the half-latin education the boys and girls get is the reason they don't stay and work on the farm. It is not the education they get, it is the bent of mind they get from unfledged teachers. To raise the ambition of scholars, they will tell them of A. T. Stewart and Peter Girard.—here are others that absolutely stimulate their pupils with the hope that if they get an education they need not work for a living. And thousands of parents will not send their children to school after they are fourteen or fifteen years of age for fear they will get above learning the business by which the father or mother earns his living.

The Situation.

The intellectual dynamics that are to operate upon about twelve millions of children and youth are in the

hands of the teachers of the land. They are to employ them in accordance with the light and knowledge they have. And however much we may be disposed to look with favor upon our public school system, we cannot but feel paralyzed when we contemplate the magnitude of the trust confided to these hands. For many are entirely incompetent to have the nurture of these young immortals in their keeping either intellectually, physically or morally. Their own education is of the slightest kind; the very elements of necessary knowledge are unattained; what they know is imperfect and inaccurate. Grant that the pay is small, and perhaps far less than the work should demand, yet the work is of such vast consequence that it ought to be done well if there was no pay at all.

Hence the teachers must see that if the work done by them is at all adequate to the demands made by the developable faculties of millions of children in the republic, they must prepare for it as a nation goes out to war. And right here is the weak point. The teachers as a body lack cherishing enthusiasm. Money will not change it. Double the pay of every teacher in the land, and the teachers would not improve, nor the teaching. Very few think this to be the case, we trust. The advance must be made by doubling the teaching power.

The argument is very plain up to this point. But it will be said, "How raise an enthusiastic call for better preparation among the teachers?" It is generally the case that great movements are effected by a few minds, and we have been looking for years along the line to see a few consecrated men emerge from the school room endowed with power to arouse the teachers to enter upon a higher and holier mission. The times demand that each one shall conscientiously do his part well, and cooperate with every Normal school or Teachers' Institute in helping on to better educational times.

There is not the slightest attempt to croak over or belittle what is being accomplished. We simply say that the testimony from county superintendents who meet the rank and file in the great army is that there is a grave lack of earnestness, an unwillingness to meet for either mutual improvement or under constituted authority, and a tendency to rest satisfied with present attainments.

Religious Education.

We are constantly told that our schools are not for the purpose of religious education. Finally, it is said they are for the purpose only of secular education. Now there are certain great doctrines, which, whether they be called religious or moral are of essential importance, and without which this country cannot stand a day. These pertain to the duties men owe to each other, and they are founded as deeply as the rules of arithmetic. The present condition of the country shows that we are moving aside from the old foundations and are getting on slippery ground, and it has doubtless arisen from the sudden stoppage of moral and religious education in our public schools, caused by the political war cry of "no religion in the schools." It is a serious calamity to have our schools purely secular. One man, who is a Baptist may fear a Romanist teacher may inculcate some (to him) heresy and so prefer that the name of God or our duty to Him or our duty to man be mentioned in school. The schools thoroughly emasculated of the kind of instruction that needs to be given to young republicans (or indeed to citizens of any kind) cannot vitalize the hearts of their pupils. Something is wanting that must be supplied or we shall have a race of citizens who know of no obligations to follow duty and integrity, to reverence, consciousness and revelation.

Whatever may have been the defects of our New England Schools the spirit that prevailed in them was excellent. "No man may put off the law of God" was almost the first sentence the child learned to read. They had no blackboard, object lessons were unknown and yet the men and women who came from them possessed force of character as well as solid virtues. Not a hundred years have gone by and what do we find? There is a hatred of work, a love of show, an inordinate desire for money, a carelessness of honor and uprightness, recklessness of reputation, decreasing efforts to pass down an untarnished name to the coming generation.

There are some who think these are the legacies left by the war, but they appeared before the world began. There are others who think them the result of our political system with its two unprincipled parties. Both of these have helped on the downfall—for there has been such a thing going on—but the cause of the downfall itself lies back still farther. It began when the people of this country failed to teach (and to have taught to) their sons and daughters that man's chief end is to glorify God and enjoy Him forever."

NEW YORK CITY.

New York Board of Education.

The Commissioners met June 6.

Present. Messrs. BEARDSLEE, BAKER, BELL, DOWD, HALSTED, HAZELTINE, KELLY, JELIFFE, TRAUD, GOULDING, VERMILYE, WALKER, WATSON, WETMORE, WILKINS, WOOD, WHEELER, WEST and WICKHAM, COMMUNICATIONS.

From Timothy Brennan and T. J. Nealis, trustees of the 6th Ward, against shortening the summer vacation; from the 17th, nominating teachers for evening schools; from 19th, nominating Miss Mary Wilson for Principal of F. D. G. S. No. 19; from the 21st, asking for the erection of a school building in rear of G. S. 14; from the New York Juvenile Asylum, objecting to receive any more truant; from the 12th, for the establishment of a colored school.

REPORTS.

REPORT OF SUPERINTENDENT OF TRUANCY.

Total number of cases investigated,	1,647
" " " truants,	518
" " " not " " "	1,082
" " " non-attendants ret'd to school,	37
" " " put in Reform Schools,	10

From the Superintendent of School Buildings: a new building on E. 75th st. for G. S. 70 will cost \$85,000; another in W. 58th for P. S. No. 41 will cost \$60,000; another in 3d Ave. for No. 63 will cost \$40,000; an addition to G. S. 62 will cost \$30,000; four wings added to G. S. No. 16 in West B'way will cost \$30,000; lots have been purchased in B. 125th and a building is in process of erection; all will cost about \$33,000; alterations in P. S. No. 18 in Waverley Place, will cost \$4,500; the enlargement of G. S. 28 will cost \$40,000.

Mr. Goulding here rose to a question of privilege and said: In deference to the Board of Education he deemed it best to refer to the attacks made upon him in a certain portion of the city press. He had lived in the city since his boyhood and had never before been charged with dishonesty. He desired the members of the Board to suspend their judgment until an investigation can be had. (The above refers to charges made in the *New York Tribune* in reference to the publication of his Directory.)

Three of the committee on By-Laws (Messrs. Baker, West, Beardslee) sent in a report recommending that no change be made in the by-law forbidding corporal punishment.

The report says that since 1870 the discipline has increased 54 per cent.

The reading,	4
The spelling,	18 1/2
The writing,	3
The arithmetic,	7 1/2

That the Scriptural injunctions to use the rod were probably needed at the time they were written by the state of civilization; that it is disappearing in penal institutions, also in the army; that children do not love a teacher who strikes them; that even brutes are most effectively controlled by kind treatment; that while more pupils are expelled more are readmitted; quotes Ex-Superintendent Randall and "Cyclopedia of Education"; that in 1864 there were over 100,000 cases of punishment; that it would never be employed with discretion.

"Three others, Messrs Wood, Hazeltine and Beardslee propose to amend the By-Laws so that punishment may be inflicted if consent in writing beforehand to the same, be obtained of the parents. In such case punishment instead of suspension may be inflicted. The Principal shall tell the pupil his offense; he shall keep a record of the infliction, and report the same each month to the Superintendent. The present law deprived a boy of school privileges for misconduct—this is believed to be illegal; for the citizen has a right to have his children educated. The state, through the common school, proposes more than instruction—wholesome discipline. The teacher is *loco parentis*; the function of the school system is to govern as well as instruct. The present by-law evades duty. It has made hundreds of truants. The by-law allows the Principal to expel pupils, the truancy law requires the agents to hunt them up and return them, and this is their principal business. What now is often illegally done should be made legal and suitably regulated.

Both reports are to be made the special order at next meeting.

The Committee on School Furniture reported in favor of re-advertising for furniture for G. S. 28.

The Committee on Teachers reported in favor of retaining Mrs. E. T. Waterman's services at a reduced rate. Also to fine Miss Sharpe P. D. G. S. 63 for violating the by-law in reference to corporal punishment.

The Committee on Evening High School nominated Jared S. Babcock for principal, and for teachers nearly the same corps as last year.

Mr. Walker offered a resolution to pay the teachers of the 19th ward for teaching "Carnival Day," (one trustee ordered the schools to be closed.)

Mr. Dowd and Mr. Beardslee objected,—it was illegal. Mr. Hazeltine said the teachers could not help themselves, in the matter.

Mr. Watron said the Board should investigate and go for the guilty party—if a Trustee is guilty punish him.

Mr. Wetmore said the only way was to deduct the pay of the teachers. It is hard on them—but it will prevent its recurrence.

Mr. Hazeltine referred to the presence of the president in the ward.

Referred to By-Laws Committee.

Mr. Wickham offered a resolution that the Schools for the summer vacation, close on June 29. (Goes over for two weeks.)

Mr. Goulding asked the appointment of a committee to hear his explanation of the charges against him.

This was amended so as to have the committee investigate the charges and report. Messrs. Walker, Wickham and Dowd were appointed.

BOOK NOTICES.

LESSONS FROM EUROPEAN SCHOOLS AND THE AMERICAN CENTENNIAL. By Birdsey Grant Northrop. New York: A. S. Barnes & Co.

This volume has articles on the Metric System, School Architecture, Geometric Forms, Study of One's Vernacular, Tree Planting, and other subjects. We have given two of these in our pages. The volume gives a good idea of the earnest character of its author. We append some sentences that will show the drift of thought, and invite the attention of Teachers to them:

"But it must be admitted that with poor seats, sometimes only deal planks, the posture of pupils in the French, Swiss and German schools is far better than that of American youth in our best furnished houses. No words need to be so often repeated by the American Teachers as 'Sit up.'—The contrast between European and American school rooms in their equipments is striking. With superior buildings and more elegant and costly furniture, our bare school rooms have far less provision for illustration. Our youth need to be taught the beauty of our native woods, and to discriminate the different kinds of wood by the grain. Notation is taught in the Swedish schools by bundles of small sticks like long matches, tied together in packages of tens, hundreds, thousands and so on, placed in a board with holes in the unit place for single sticks, in the tens place, for the packages of tens, and so on.

"The influence of Industrial schools in Switzerland, Germany and other European countries, is as important in dignifying labor as in increasing its efficiency and productive value. Girls as well as boys are there taught, both in the family and school, that to learn to be useful is alike their interest, privilege and duty. This sentiment, that labor is servile and degrading, is one of the worst effects of American slavery that survive it. Nothing tends so surely to sharpen the child's perceptions as the early study of form. In the Kindergarten, children amuse themselves with combinations of form before those of number. One grand result of Kindergarten teaching is its demonstration that form is one of the earliest, easiest, pleasantest and most useful occupations of the juvenile mind. One of the surest ways to build up our country towns is to dignify labor, and improve and elevate industrial pursuits, especially agriculture.

More attention should be given to the adornment of school grounds."

Jersey City.

The Annual Examination of the Normal School was in progress on Saturday last. The school numbers about 200—all ladies. It is supposed that not less than 50 will pass the examination successfully. The school is divided into five classes. Mr. G. H. Linsley is Principal, the assistant teachers are Prof. Barton, Principal of the High School, Mr. A. D. Joslin Principal of No. 12, Mr. E. G. Ward Principal of No. 11, Miss Annie Moore and Miss Southgate of the High School, all accomplished and successful teachers. Commissioners Thomas and Plympton attended the examination a part of the morning, which covered the subjects of Spelling and Grammar. The City Superintendent, W. L. Dickinson was present, manifesting a lively interest in the progress of the affair. We subjoin the questions in Grammar and the list of words proposed for spelling.

The Closing Exercises this year will be of a highly interesting character. Supt. Kiddle of New York, Governor Bedle of New Jersey, and Chas. H. Winfield, a prominent lawyer will make addresses.

TEST WORDS IN SPELLING.

Irascible,	Feasible,	Oscillate,	Facetious,
Complaisance,	Ubiquity,	Poignancy,	Rescind,
Cynical,	Pinnacle,	Raillery,	Prescience,
Cynosure,	Fillibuster,	Supersede,	Accede,
Commemorate,	Ineffable,	Adolescent,	Apostasy,
Embrasure,	Chyle,	Indelible,	Indictable,
Testaceous.			

QUESTIONS IN GRAMMAR.

1. What is the difference between analysis and parsing?

What is the difference between analysis and synthesis?

2. What is a word? A radical word? A derivative word? What are the elements of written language?

Of what does Orthopy treat?

3. Give three important rules in Orthography, and words to illustrate each.

4. Write the plurals of monsieur, chrysalis, focus, misma, genus.

When is the relative *that* used in preference to *who* or *which*?

5. Correct the following sentences, and give reasons for first two.

Neither poverty nor riches were injurious.

This people have spoken.

Who had I ought to have given this two?

The two fluids neutralized each other's effects.

We will be delighted when this examination shall have been finished.

6. Analyze:

Any man who attends to what passes within himself, may easily discern that the human character is a very complicated system.

7. Write a sentence using *concerning* as a prep.

" " " " as a part.

" " " " for as a conj.

" " " " what as an adv.

" " " " save as a prep.

8. What is a metaphor?

" an allegory?

Give examples of each.

9. Parse italicized words:

Teach me what is right.

I know not how to tell thee who I am.

10. Change to prose:

For see, ah! see, while yet her ways

With doubtful steps I tread,

A hostile world its terrors raise,

Its snares delusive spread.

Buffalo.

The following exercise in Grammar was given in the First Grade of one of the Buffalo public schools. We find it in the *Buffalo Public School Journal*:

FIRST GRADE.

(From Bryant's "Conqueror's Grave.")

1. Within this lowly grave a conqueror lies;
2. And yet the monument proclaims it not,
3. Nor round the sleeper's name hath chisel wrought
4. The emblems of a fame that never dies—
5. Ivy and amaranth in a graceful sheaf,
6. Twined with the laurel's fair imperial leaf.
7. A simple name alone,
8. To the great world unknown,
9. Is graven here, and wild flowers rising round,
10. Meek meadow-sweet and violets, of the ground
11. Lean lovingly against the humble stone.

1. Transpose the first line. 1. A conqueror lies within this lowly grave.

2. Transpose the second line. 2. A monument proclaims it not, yet

3. Transpose the third and fourth lines. 3. Chisel hath wrought the emblems of a fame that never dies, round the sleeper's name.

4. Write the rule of Syntax applying to "ivy" and "amaranth" in the fifth line. 4. (Rule 3.) A noun or pronoun used to explain a preceding noun or pronoun is put by apposition in the same case.

5. Transpose the 7th, 8th and 9th lines to "here." 5. A simple name alone, is graven here, unknown to the great world.

6. Rule applying to meadow-sweet and violets. 6. (Rule 3.) Brown's Grammar.

7. First subject and predicate. 7. Subj. "conqueror."—Pred. "lies."

8. Phrase modifying the first predicate. 8. Within this lowly grave.

9. Two adverbs in the 2d line. 9. "Yet" and "not."

10. What word in the 2d line demands the 20th Rule of Syntax? 10. "It."

11. Second subject and predicate. 11. Monument proclaims.

12. What redundant verb in the 3d line? 12. Wrought.

13. Propositional phrase in the 3d line. 13. Round the sleeper's name.

14. What does it magnify? 14. Wrought.

15. Third subject and predicate. 15. Subj. "chisel." Pred. "hath wrought."

16. Rule of Syntax applied to "emblems." 16. Rule 30. Active-transitive verbs and their imperfect and preperfect particles, govern the objective case.

17. Prepositional phrase in the 4th line, and what word does it modify? 17. "Of a fame," modifies the noun "emblems."

18. Fourth subject and predicate. 18. Subj. "that." Pred. "dies."

19. What two offices does "that" perform, 4th line? 19. That of a relative pronoun and a connective.

20. What two words in the 5th line represent "emblems" in the 4th line? 20. Ivy and amaranth.

21. Parse "twined" in 6th line. 21. Twined is a past participle from the verb *twine*, and relates to *ivy* and *amaranth*, according to Rule 14, which says: Participle relates to nouns or pronouns, or else are governed by prepositions.

22. What two prepositional phrases modify "twined"? 22. In a graceful sheaf, and with the laurel's fair imperial leaf.

23. Fifth subject and predicate. 23. Subj. "name." Pred. "is graven."

24. What are the modifying terms of "name"? 24. A simple, unknown.

25. What modifies "is graven"? 25. Here, alone.

26. Sixth subject and predicate. 26. Subj. "flowers."—Pred. "lean."

27. What words in the 9th and 10th lines are synonyms? 27. Flowers, meadow-sweet, violets.

28. Last prepositional phrase in the exercise. 28. Against the humble stone.

29. What does it modify? 29. Lean.

30. Prepositional phrase in the 10th line, and what does it modify? 30. Of the ground, and modifies *violets* and *meadow-sweet*.

31. Parse "is graven." 31. Is a passive verb, from *grave*, *graved* or *graven*. Ind. Pres., and agrees with "name."—Rule 9.

32. Parse "alone" in the 7th line. 32. An adverb, and modifies "is graven." Rule 15.

33. Parse "unknown" in the 8th line. 33. An adjective relating to *name*. Rule 4.

34. Name all of the connectives. 34. And, yet, nor, that, and, and, and.

How can a Teacher Rest?

After having conducted school nine or ten weary months, the teacher, no matter how strong or rugged he may have been, finds himself nervous, tired, pale and altogether the worse for the wear. He attempts very often to rally by the aid of stimulating food, but the result is only temporary, and usually he finds two months of vacation and pastime, a luxury keenly appreciated, but with it comes a task almost herculean in its requirements, to get rested, to drive away nervousness, and to return with the body well toned-up and full of magnetism.

Not only has the teacher to rest during the summer, but, if a successful instructor, he must return to his school full of new ideas. Teachers are so liable to go over and over the same studies, teaching everything in the same way, until they wear great, deep ruts, out of which it is difficult to arise. As proof of this we could refer you to thousands of earnest teachers who follow this routine method (and usually the more earnest they are the deeper the ruts) who do not see the need of being alive and up with the times, who as teachers are falling far below their capabilities, because they fail to interest their scholars.

A little article in your *JOURNAL* of May 26, entitled "Why Not?" drew our attention to this subject. We will quote this one thought:—

"The profession suffers more than can well be said from its 'dead' members. Those who have learned nothing since they were licensed, who never subscribe for an educational paper, who know nothing of the great advances made in Education and who are contented to go through a dull routine day by day and call it teaching. Why not wake up?"

Now comes the practical question—Can the teacher accomplish these two results at one time? Can he rest so effectually as to leave behind him that nervous, tired feeling, can he bring back with him a large amount of vigor and magnetism? And at the same time can he mingle with advanced educators, can he make progress in his own special department and return to his school with new thoughts and new methods of instruction?

Such movements, as the summer school advertised at Danville Seminary, N. Y., are in our opinion destined to meet the demand.

Three or four hours per day of study are not much for the teacher when his mind is freed from all responsibility and care of the school-room, and yet, in six weeks under competent professors and with the skill and discipline that the

teacher can bring to his aid in study, they will accomplish wonders in progressive work.

Passing this point, which needs little argument, "that the teacher will be intellectually benefited," by a Summer Normal School, the question arises will a vacation spent in such a way be as recuperative and regenerative as the same time spent at some watering-place or even in some secluded place?

Teachers are usually quite congenial and their company is entertaining and instructive. At the fashionable resort they are not in the ascendancy as to numbers and hence they cannot give an intellectual tone to the society of the place, so that in conforming to the customs of the resort they find nothing congenial to an earnest thoughtful mind and too often their recreation proves exhausting instead of restful.

Selecting some beautiful situation, taking much time to breathe in pure out-door air and to enjoy a beautiful variety of natural scenery, and yet to be sufficiently occupied to keep away ennui and dissatisfaction, and having this bit of occupied time divided into study and recitation in the topic most needed, or in listening to earnest, inspiring lectures prepared for such a cultured audience, seems to us to furnish a programme for the summer that cannot fail to meet the appreciation of all earnest teachers who would be live progressive workers in the great cause of education and civilization.

Harvard.

The *Harvard Advocate* suggests a new curriculum. It makes entrance examinations—that stumbling-block in the path of ambitious students—optional. Freshman year: Base ball, boating, elementary lessons in carrying canes. Sophomore year: Cook's 'Theory of the Sliding Seat as used in American Boats,' Coburn's 'Manly Art'; electives, dancing, billiards, English opera (Kellogg) twice a week. Soldene once in two weeks. Junior year: the English stroke (various text books), Prof. P. H. Reilly's 'Assembly step'; electives, Italian opera twice a week, whist. Senior year: one Wagner opera; how to elect, class-day officers; electives, 'Perfect waltzes,' 'Theory of mass shots,' whist (twelve hours a week.)

The trouble is that the new curriculum is practically adopted, and 'that's what's the matter.' Either the colleges or the homes from which the student comes are too fast, perhaps both. Get the college back on the 'old foundations' will soon resound through the country.

The Teacher's Trials.

An old man who owns a stall at the Market in this city, took a notion a few days since to use his spare hours in bettering his education. Procuring a spelling-book, his face was seen behind it when trade was dull. He tired, however, of spelling the words to himself, and engaged the services of a boy about thirteen years old, keeping the next stall, to hear his lessons. Everything passed all right for two or three days, and then a storm arose and the teacher resigned his post as follows:—

Holding the book in both hands, the boy observed, "We now come to the word 'welcome.' How do you spell it?"

"Well, sir, I spell it w-e-l-c-o-m-e."

"Not correct."

"K-o-m."

"No, sir."

"Then it's k-i-m."

"No, sir."

"Boy, don't you lie to me," warned the man.

"I guess I'll resign my office," replied the lad, as he laid the book down. "I've let you go on and spell 'cat' with a k, 'horse' without an e, 'boy' with a double o to it, because you are old, and I didn't want to hurt your feelings. But when you call me a liar, and don't even know how to spell the word, it's getting time for me to resign."

Origin of Words.

"Jet" derives its name from the Gatates, a river at Lycia, where was found the black stone, which the French call agate, or jaet, which we abbreviate into jet.

Pamphylia, a Greek lady, who compiled a history of the world in thirty-five little books, has given her name to "pamphlet."

"Punch and Judy" are the relics of an ancient mystery play, in which the actors were Pontius Pilate and Judas Iscariot.

"Dollar" is from the German thaler, which is derived from Thal, the Valley of Joachim, in Bohemia, where the silver works were situated that made this coin.

"Bigot" is from Visigoth, in which the fierce and intolerant Arianism of the Visigoth conqueror of Spain has been handed down to infamy.

"Humbug" is from Hamburg; "a piece of Hamburg news," was in Germany a proverbial expression for false political rumors.

"Exhort" and "yeast" are from the same root, which signifies something boiling or overflowing.

"Gas" and "Ghost" have the same parentage.

"Gauze" derives its name from Gaza, where it was first made.

"Tabby-cat" is all unconscious that her name is derived from Atabi, a famous street in Bagdad, inhabited by the manufacturers of silken stuffs called Atabi, our taffety, the wavy markings of the watered silk resembling pussy's coat.

Forty Winks.

(Primary School Recitation.)

One wink winked with my own little eye,
Two winks winked by the pussy close by,
Three winks winked by the owl in the tree,
Four winks winked by the sailor at sea,
Five winks winked by a snail in its shell,
Six winks winked by the stars down the well,
Seven winks winked in the hive by the drone,
Eight winks winked by the moon all alone,
Nine winks winked by light in the tower,
Ten winks winked as the clock chimes the hour;
Those winks winked multiplied by a two,
Give folks' eyes twenty winkings to do;
Wink those winks multiplied by a four,
Count those winks they are forty, no more;
Winks thus winked from my bedtime till dawn,
Makes folks give such a horrible yawn.

New York State Normal Schools.

The design of the eight Normal Schools is to furnish competent teachers for the public schools of the state. Each county is entitled to twice as many pupils as it has representatives in the assembly. Pupils must be sixteen years of age, and may be male or female. Appointments are made on the recommendation of the school commissioners to the State Superintendent.

Albany School costs \$21,000 for one year for 65 Graduates, or \$323 each.

Brockport School costs \$-0,000 for one year for 20 Graduates, or \$1,000 each.

Buffalo School costs \$18,000 for one year for 35 Graduates, or \$514 each.

Cortlandt School costs \$17,000 for one year for 22 Graduates, or \$773 each.

Fredonia School costs \$21,000 for one year for 21 Graduates, or \$1,000 each.

Genesee School costs \$21,000 for one year for 26 Graduates, or \$807 each.

Oswego School costs \$17,861 for one year for 39 Graduates, or \$455 each.

Potdam School costs \$19,000 for one year for 19 Graduates, or \$1,000 each.

Total cost for one year \$160,460.

Total Graduates for one year 247 at an average cost of about \$600.

THE IMPORTANT QUESTION.

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4. PLATE 26. 1st and 2d story plans of a Frame Cottage. Scale indicated on plate.
5. PLATE 27. Front elevation.
6. PLATE 28. Perspective view.
7. PLATE 29. 1st and 2d story plans of a Frame Cottage. Scale indicated on plate.
8. PLATE 30. Perspective view.
9. PLATE 31. 1st and 2d story plans of a Brick Cottage. Scale indicated on plate.
10. PLATE 32. Perspective view.
11. PLATE 33. 1st and 2d story plans of a Brick Cottage. Scale indicated on plate.
12. PLATE 34. Perspective view.
13. PLATE 35. 1st and 2d story plans of a Frame Cottage. Scale indicated on plate.
14. PLATE 36. Perspective view.
15. PLATE 37. Perspective view of Cottage Plans similar to Design 7.
16. PLATE 38. Perspective view of Cottage. Plans similar to Design 7.
17. PLATE 39. 1st and 2d story plans of a Brick and Frame Cottage. Scale indicated on plate.
18. PLATE 40. Perspective view.

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